

NATIONAL BOARD

for Professional
Teaching Standards®

Impact Brief

The Proven Impact of Board-Certified Teachers on Student Achievement

Through **National Board Certification**, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. In achieving Board certification, teachers prove their ability to **advance student learning and achievement**.

More than a decade of research from across the country confirms:

Students taught by Board-certified teachers learn more than students taught by other teachers.

Estimates of the increase in learning are on the order of an **additional one to two months of instruction**. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and low-income students.¹ This improvement in student outcomes is mirrored by NBCTs achieving stronger results on leading measures of **teacher effectiveness**, including robust classroom observations and value-added scores. The compelling research on the effectiveness of Board-certified teachers is particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees.²

New Research

- **Washington state:** "[Board-] certified teachers are more **effective** than non-certified teachers with similar experience," according to researchers Cowan and Goldhaber. Their findings suggest NBCTs produce gains of up to "nearly 1.5 months of additional learning."³
- **Chicago, IL and Kentucky:** "We found evidence that Board certification is an **effective signal of teacher quality** [based on student test scores]...across locales, test types, and subject areas."⁴

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions ([2014 PDK/Gallup poll](#)).⁵

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Leading Research From States and Districts Across the Country

- **Los Angeles, CA (2012):** "National Board Certified teachers **outperform other teachers** with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively, which is roughly equivalent to **two months of additional math instruction and one month of additional ELA instruction.**"⁶
- **Gwinnett County, GA (2012):** "National Board Certified teachers outperform other teachers with the same levels of experience."⁷
- **Hillsborough County, FL (2012):** "The district found that **NBCTs rank higher** than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the **top 25 percent of teachers** in their subject area."⁸
- **Florida (2011):** "Certification by the National Board is **correlated with achievement** in math and reading in both elementary and middle school."⁹
- **Charlotte, NC (2010):** "We found that NBCTs were **significantly more effective...than their non-NBCT** counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry."¹⁰
- **Los Angeles, CA (2008):** "The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant."¹¹
- **North Carolina (2007):** "We find consistent evidence that [Board certification] is **identifying the more effective teacher applicants** and that National Board Certified Teachers are generally **more effective than teachers** who never applied to the program."¹²
- **North Carolina (2007):** "The positive and statistically significant coefficients...indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is **to reward effective teachers.**"¹³
- **Arizona (2004):** "Effect size...informs us that the **gains made by students** of Board-certified teachers were **over one month greater** than the gains made by the students of non-Board certified peer teachers."¹⁴
- **Miami-Dade, FL (2004):** "We find robust evidence that [National Board Certification] is an **effective indicator of teacher quality.**"¹⁵

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¹ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? The Review of Economics and Statistics 89(1), 134-150; Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

² Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Belts, J.R., Zau, A.C., & Rice, L.A. (2003). Determinants of Student Achievement: New evidence from San Diego. San Francisco: Public Policy Institute of California.

³ Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell.

⁴ Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2015). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CNA Analysis and Solutions.

⁵ 46th Annual PDK/Gallup Poll, October 2014, p. 50, http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf.

⁶ Strategic Data Project (2012). SDP Human Capital Diagnostic: Los Angeles Unified School District. Center for Education Policy Research, Harvard University.

⁷ Strategic Data Project (2012a). Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, Ga. Center for Education Policy Research, Harvard University.

⁸ National Board for Professional Teaching Standards. (2012). Hillsborough County Public Schools: New data prove the value of National Board Certification. Retrieved from http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto.

⁹ Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. Economics Of Education Review, 30(3), 449-465.

¹⁰ Salvador, Samantha K., & Baxter, Andy (2010). National Board Certification. Impact on Teacher Effectiveness. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.

¹¹ Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment. Working Paper 14608. National Bureau of Economic Research.

¹² Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? The Review of Economics and Statistics 89(1), 134-150.

¹³ Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.

¹⁴ Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). National Board Certified Teachers and their students' achievement. Education Policy Analysis Archives, 12 (46).

¹⁵ Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

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State Recommendations for ESSA Title II Funding

Using Title II under ESSA to Support Accomplished Teaching in States

The passage of the Every Student Succeeds Act (ESSA) presents states and districts with an opportunity to strategically support improving the quality of the teaching workforce. Title II of ESSA provides \$2.5 billion to states and districts annually for professional learning. States should use the flexibility they have to strengthen a coherent professional continuum. This would include novice teacher support through residency and induction programs, professional learning and growth systems that lead to board certification, and teacher leadership opportunities that spread the expertise of accomplished teachers.



Engage the expertise of Board-certified teachers in the process of developing state plans for Title II

As states design their plans under ESSA, they should involve Board-certified teachers in the process from the beginning. States are required to meaningfully consult with stakeholders including teachers pursuant to §2101(d)(3). National Board Certified Teachers are [instructional experts](#) who have proven their teaching meets the highest standards in the profession and will be able to provide great insight as to how to design and implement teacher quality initiatives that will build a continuum of teaching excellence.

How states can use Title II funds to support accomplished teaching

In ESSA, up to 4% of Title II funds may be reserved for state activities. Section 2101(c)(4) of Title II gives states 21 options for how to allocate their Title II dollars. It is critical that states use their Title II funds to invest in high-impact activities that will increase the capacity of their teaching workforce. Recommendations for how states can use their Title II funds to support accomplished teaching follow:

To view this document online visit www.nbpts.org/ESSA

| Strategies | Potential Models for Title II Activities | Applicable section of Title II of ESSA— |
|--|---|--|
| Support beginning teachers | | |
| <ul style="list-style-type: none"> provide pre-service and/or first year teachers the opportunity to spend a residency year learning under the guidance of an accomplished teacher who is the teacher of record, with a preference for Board-certified teachers recruit accomplished teachers, including Board-certified teachers, as clinical faculty in teacher preparation programs select and compensate accomplished teachers, including Board-certified teachers, to serve as mentors in residency and induction programs, and train them to use the National Board Standards to guide feedback embed the observation and analysis of accomplished teaching into induction and mentoring programs for beginning teachers, including through the use of National Board's ATLAS video library. | Seattle Teacher Residency California Teacher Residencies | §2101(c)(4)(B)(xi) §2101(c)(4)(B)(vii) |
| Create professional growth opportunities | | |
| <ul style="list-style-type: none"> encourage teachers to pursue Board certification by defraying their fees and providing them with time and support, including trained and compensated mentors provide additional compensation for Board-certified teachers, including those teaching in high-need schools support job-embedded, team-based professional learning where teachers assess their practice against National Board Standards and pursue components of Board certification aligned to their professional learning needs support content-specific professional learning led by accomplished teachers, including Board-certified teachers strengthen state licensure by creating pathways for teachers who achieve and maintain Board certification to earn and renew licenses | Mississippi World Class Teaching Program National Board Professional Development Schools in Illinois | §2101(c)(4)(B)(vii) §2101(c)(4)(B)(iii) §2101(c)(4)(B)(i) §2101(c)(4)(B)(v) |
| Promote teacher leadership | | |
| <ul style="list-style-type: none"> create opportunities for accomplished teachers, including Board-certified teachers, to lead professional learning for their colleagues and address state instructional priorities, including in hybrid roles provide additional training, support, and compensation for teachers who assume leadership roles and responsibilities develop career lattices to include a variety of teacher leadership roles, with a preference for Board-certified teachers | California Leadership Corps Iowa Teacher Leadership and Compensation System | §2101(c)(4)(B)(v) §2101(c)(4)(B)(vii) |

Guidance for districts as they develop Title II plans

A key role for states is to provide guidance to districts on how to use their Title II funds. States should encourage districts to invest in high-impact activities that will increase the capacity of their teaching workforce, including the following strategies:

| Strategies | Potential Models for Title II Activities | Applicable Section(s) of Title II |
|--|---|--|
| Support beginning teachers in mentor and induction programs | | |
| <ul style="list-style-type: none"> select mentor teachers who have demonstrated accomplished teaching, especially through Board certification, and provide them additional compensation for serving in these roles train mentor teachers, especially Board-certified teachers, to use the National Board Standards to guide coaching and feedback for novice teachers embed the observation and analysis of accomplished teaching into induction and mentoring programs for beginning teachers, including through use of the National Board's ATLAS video library | <p>Central Washington University's use of the ATLAS video library</p> <p>Wake County's Beginner to Board Certified Program</p> | § 2103(b)(3)(B) |
| Strengthen professional learning and growth opportunities | | |
| <ul style="list-style-type: none"> encourage teachers to pursue Board certification by defraying their fees and providing them with time and support, including trained and compensated mentors support job-embedded, team-based professional learning where teachers assess their practice against National Board Standards and pursue components of Board certification aligned to their professional learning needs support content-specific professional learning led by accomplished teachers, including Board-certified teachers provide additional compensation for Board-certified teachers, including those teaching in high-need schools | <p>National Board Professional Development Schools in Clark County</p> <p>Incentives for accomplished teachers in high-need schools</p> | § 2103(b)(3)(B) § 2103(b)(3)(E) § 2103(b)(3)(M) § 2103(b)(3)(O) § 8002(42) |
| Promote teacher leadership | | |
| <ul style="list-style-type: none"> create opportunities for teachers who have demonstrated accomplished practice, including Board-certified teachers, to serve as teacher leaders who facilitate the instructional learning of their colleagues, including in hybrid roles provide additional training, support, and compensation to teachers who assume leadership roles and responsibilities develop career lattices to include a variety of teacher leadership roles, especially for Board-certified teachers | Kentucky's Activating Teacher Leadership Institute | § 2103(b)(3)(B) § 2103(b)(3)(M) |

